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ABSTRACT

The document provides detailed guidelines for completing the Prereferral Screening Instrument, designed to determine whether a student from a non-English background suspected of needing special education should be referred for a case study evaluation and whether it should be conducted bilingually. The instrument can be completed by school personnel who know the student best; it meets federal and state (Illinois) regulations on the procedural safeguards, case study evaluation, and placement of such students. The instrument does not require the administration of any assessments but does require that the student's language proficiency assessment be current. Definitions of such terms as bilingual instructional category, language use patterns, and English language proficiency levels are provided. The instrument contains sections on general background, educational information, educational services received, and achievement behavioral characteristics. The instrument itself is appended. (DB)

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GUIDELINES FOR THE IMPLEMENTATION OF THE INITIAL SCREENING FOR STUDENTS FROM A NON-ENGLISH BACKGROUND (FORM B-1)

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Introduction

The Prereferral Screening Instrument was developed to determine whether a student from a non-English background suspected of needing special education should be referred for a case-study evaluation and whether it should be conducted bilingually. The instrument and guidelines will assist school personnel comply with federal and state regulations on the procedural safeguards, case-study evaluation, and placement of students from a non-English background in special education.

GUIDELINES

I. General Information

The state and federal regulations which serve as the foundation for these guidelines are the 23 Illinois Administrative Code 226-532 and 226-540. The Education of All Handicapped Children Act of 1975 (P.L. 94-142); and Article 14C of The School Code of Illinois.

II. Completing the Initial Screening Instrument (Form B1)

A. General Information

Form B1 must be completed in conjunction with the "Classroom Teacher's Report for Student's Initial Screening" (Form B Chicago Public School Form 102, No. 334).

Completion of Form B1 does not require the administration of any assessments. It does require that the student's language(s) proficiency assessment be current. With the exception of information obtained from the student's parents, all of the information required to complete Form B1 is in the student's records at the attending school.

Form B1 must be completed by a bilingual endorsed teacher for any student with a non-English background suspected of needing special education This includes:

- Students enrolled in transitional bilingual education programs and services.
- Students not enrolled in transitional bilingual education program and services.
- Students eligible for transitional bilingual education programs (Bilingual Instructional Category A, B, and C) but are not receiving those services.

- Students eligible for transitional bilingual education but classified as Bilingual Instruction Category NP and are not receiving bilingual services.

In schools where there are not any bilingual professionals endorsed in the student's native language(s), the principal is responsible for identifying bilingually endorsed professionals. Resources for this service include district bilingual professional staff, then from the Department of Multilingual Education and Bureau of Pupil Personnel Services.

B. Definitions of Terms

Bilingual Case-study Evaluations: Numerous indepth multidisciplinary evaluations conducted within an established time frame. The following evaluations are included in a case-study evaluation: educational, health, social, psychological and when required, speech and language. Case-study evaluation personnel are certified in areas of competency and bilingually endorsed in the appropriate language(s) to evaluate the student.

Bilingual Instructional Category A, B, C, and NP:

- Category A: Speaks and understands little or no English and needs almost all instruction in the home language.
- Category B: Speaks and understnads some English, but needs about half of the instruction in the home language.
- Category C: Speaks and understands English well enough to participate in a classroom in which English is used most of the time: receives almost all instruction in English.
- NP: Student's English language proficiency is at a level needed to perform adequately in an all English classroom.

Language use patterns: 1) the language(s) spoken in the child's home language(s) used most comfortably and by the child and 2) the language or combination of languages which the child uses to conceptualize and communicate those conceptualizations (23 Ill. Adm. Code, 226.532).

Students with a non-English background: a student who understands or speaks a language other than English which is learned from his/her family background; or a student with a family background where a language other than English is spoken in the home (Illinois State Board of Education, 1984; Bilingual Public School Census).

English language proficiency levels:

I. Student possesses no English speaking skills. He/she cannot understand simple conversations or respond orally to simple commands.

II. Student has great difficulty following what is said. He/she can comprehend simple conversations and commands when spoken slowly. Student can only respond orally to basic requests, using isolated words or halting and fragmentary sentences making comprehension difficult.

III. Student understands and communicates with some difficulty. Student is generally able to make him/herself understood; but makes frequent errors in grammar, word order, and vocabulary usage which may interfere with comprehension.

IV. Student understands almost everything that is said although occasional repetition may be necessary. The student's speech contains only occasional errors in grammar, word order, and vocabulary usage which do not interfere with comprehension.

V. Student understands everyday conversation without difficulty. The student's grammar, word order, and vocabulary usage approximates or is equivalent to that of his/her native-English-speaking peers.

C. **Completing Form B1**

1. First complete the section entitled General Background. In the section entitled "Current Education Program/s", list all programs the student is enrolled in (e.g. bilingual education, Title VII, Chapter I). Complete the "Teacher's evaluation of student's language proficiency" (English proficiency levels I, II, III, IV, or V) and the Bilingual Instructional Category (A, B, C, NP) which are listed on the student's Multilingual Data Form and/or the Bilingual Student Roster. Completion of the "Reason for referral" and home language survey is essential.

2. Next, complete the section entitled Educational Information. First, complete the information related to the student's "School Experience" outside of the United States. Utilize the student's records for this section. If no information is available, write NA. Use the same procedure for completing the student's school experience in the United States.

3. Complete the third area entitled "History of Program/s". List all the programs and services student received in each grade.

4. Complete the fifth section entitled "Achievement-Behavioral Profile". The student's skills ratings should be based on teacher judgment and observation (1=very poor to 7=excellent). Instructions to compute an "average" rating for each of the achievement and behavioral areas are provided on Form B1. Once the achievement-behavioral rating scale is completed, connect all the rating scale points with a line. This provides a graphic profile of the student which is useful in determining the student's language use patterns and whether to recommend a case-study evaluation.

Additionally, the profile is used to identify appropriate intervention for the student.

When there is no bilingual teacher endorsed in the student's native language(s) who is, or has worked with the student, the Language Assessment Scales (LAS) must be administered to Spanish speaking students by a bilingual professional endorsed in Spanish and English and trained to administer the LAS. For those language(s) where there are no formal language proficiency instruments available, an observation and interview by a teacher endorsed in the student's native language(s) should be used until such time that appropriate instruments are developed or become available.

5. Complete the fifth section entitled "Previous Tests". If the LAS has been administered, or if there are existing LAS scores, record the results of the English and native language proficiency assessments. Make sure that this section is as updated and complete as possible.

When administering the LAS or using the existing LAS scores, record the results of the English and native language proficiency assessment.

6. Write any pertinent comments in the "Other Comment" section and sign the form.

III. Establishing the student's language use patterns and need for a case-study evaluation.

All limited English proficient (LEP) students classified as Bilingual Instructional Category A, B, or C and English proficiency level I, II, or III that are recommended for a case-study evaluation require bilingual evaluations.

Hispanic students classified NP and who were administered the LAS, and whose LAS scores are listed below do not require a bilingual evaluation.

1) English = 5 (proficient as a native speaker) and Spanish = 1 (non-Spanish speaker)

2) English - 5 (proficient as a native speaker) and Spanish = 2 (non-Spanish speaker)

3) English -= 4 (proficient as a native speaker) and Spanish = 1 (non-Spanish speaker)

For any other combination of LAS English and Spanish scores, a bilingual case-study evaluation is required. All the case-study evaluation/assessment components must be bilingual.

If any of the four home language survey questions in Section I are answered with a language other than English, the student will require a bilingual evaluation should a case-study be recommended. In addition, examine the "Academic Skills English" section in the Achievement-Behavioral Profile to obtain additional information on the student's language use patterns.

Students with achievement and behavioral areas rated as number one (1) (very poor) or number two (2) (poor) should be considered as high risk for requiring a case-study. However, it must be stressed that the rating scale cut-off points are not the sole criteria for recommeding an case-study. It is essential to note that Form B1 is intended to supplement Form B. The screening team must consider both Form B and B1 and other relevant information when making their recommendations.

TASK FORCE RECOMMENDATION

1) The need to inservice and implement Form B1 as soon as possible.
2) The guidelines and directions for the development of appropriate IEP's, delivery of instruction and services, evaluation procedures, and follow-up for handicapped LEP students be written and disseminated as soon possible.
3) The development of relative language proficiency assessment procedures, and cut-off points for other than Spanish language minority groups.
4) The need to study the reliability and efficacy of Form B1.

INITIAL SCREENING FOR STUDENTS FROM A NON-ENGLISH BACKGROUND (FORM B-1)

I. GENERAL BACKGROUND

Student Name_____ ID#_____ Date_____
Birthdate_____ Age_____ Sex: F__ M__ School_____ District_____
Birthplace: Father_____ Mother_____ Student_____
Language/s Other Than English_____ Current Grade Placement_____
Current Education Program/s_____
Teacher's evaluation of student's language proficiency level: I, II, III, IV, V (circle one)
Bilingual Instructional Category_____ Reasons/s for referral_____
_____
Have parents been notified Yes___ No___ Translator required Yes___ No___
Language/s students speaks with parents/guardian_____ sibling_____ friends_____
Language/s parent/guardian speaks to student_____
Migrant Student Record Transfer System I.D. No._____

II. EDUCATIONAL INFORMATION

SCHOOL EXPERIENCE:

. Country Outside U.S.
Age started school_____ Terminated_____ Restarted_____
Circle each grade completed outside the U.S.
PreK K 1 2 3 4 5 6 7 8 9 10 11 12
Retained: Yes__ No__ Grade/s_____ Social Promotion/s Yes__ No__ Grade/s_____
Attendance: Good___ Poor___ Circle number of school/s attended 1 2 3 4 5 6 7 8

. United States
Age started school_____ Terminated_____ Restarted_____
Circle each grade completed in the U.S. On the line below each grade write the number of days absent or NIA (No Information Available)
PreK K 1 2 3 4 5 6 7 8 9 10 11 12
Days absent: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
Circle number of school/s attended: 1 2 3 4 5 6 7 8
Retained Yes__ No__ Grade/s_____ Social Promotion Grade/s Yes___ No__ Grade/s_____

HISTORY OF PROGRAM/S and services student has received. Use one line per program

Grade Placement (PreK-12)	General Program	Bilingual Program (Type)	ESL Only	Special Education Category	Pre-school Headstart	Other	Amount of time in program months/years

Completed by_____ Date_____

III. ACHIEVEMENT-BEHAVIORAL PROFILE

Rate the student on the following skills, comparing him/her with other students in his/her present classroom grade placement by marking a point on the rating scale for each skill. To compute the Average Rating for each of the areas below, divide the sum from each section (A, B, C, D, E) by the number of items in that section. To compute the Total Profile, divide the sums from the Average Rating by five.

RATING SCALE

Achievement - Behavioral Areas	Very Poor 1	Poor 2	Below Average 3	Average 4	Above Average 5	Very Good 6	Excellent 7	Progress Being Made Circle Yes or No
A. PSYCHOMOTOR SKILLS								
1. Gross Motor								Yes No
2. Fine Motor								Yes No
B. ACADEMIC SKILLS								
ENGLISH (L2)								
1. Oral Language								
a. Comprehension								Yes No
b. Expression								Yes No
2. Reading								Yes No
3. Written Language								Yes No
4. Mathematics								Yes No
a. Computation								Yes No
b. Problemsolving								Yes No
c. Concepts								Yes No
C. LANGUAGE OTHER THAN ENGLISH (L1) *								
1. Oral Language								
a. Comprehension								Yes No
b. Expression								Yes No
2. Reading								Yes No
3. Written Language								Yes No
4. Mathematics								
a. Computation								Yes No
b. Problemsolving								Yes No
c. Concepts								Yes No
D. SOCIAL EMOTIONAL								
1. Self-concept								Yes No
2. Peer Interactions								Yes No
3. Adult Interactions								Yes No
E. ADAPTIVE BEHAVIOR								
1. Works Independently								Yes No
2. Cooperates in Group								Yes No
3. Seeks Assistance Appropriately								Yes No
4. Uses Organizational Skills								Yes No
5. Stays on Task								Yes No
6. Shows Ability to Change Tasks								Yes No
7. Accepts Responsibility at School								Yes No
8. Follow School Rules								Yes No

Note: Section C (Language Other Than English) must be completed by a teacher bilingually endorsed in the students native language.

Student Name: _____ ID# _____ Date: _____

AVERAGE RATING: A. Psychomotor Skills_____ B. Academic Skills: L1_____ C. L2_____
D. Social-Emotional_____ E. Adaptive Behavior_____ Total Profile_____

IV. PREVIOUS TESTS: List assessements for any of the areas above (language proficiency, educational assessment, speech & language, etc.)

Date_____ Test & language/s_____
Results_____
Date_____ Test & language/s_____
Results_____
Date_____ Test & language/s_____
Results_____

OTHER COMMENTS

_____
_____

Case-study evaluation recommended: Yes__ No__ Bilingual evaluation recommended: Yes__ No__
FORM COMPLETED BY_____ TITLE_____ DATE_____